

Civic Leadership Academy 2019

Lunch and Learn Workshop #2: Understand and Educate

GOAL: Students will compare and rank 2019-2020 pro-immigrant State legislative initiatives in order to construct a program-wide education campaign. **TIME:** 1 hour

I. Pre-workshop survey

II. Key vocabulary

advocacy (noun) advocate (verb)

Definition: a person who speaks up or writes in support or defense of a person, cause, issue, etc. In general it means Taking Action for Change

pro (i.e. pro-immigrant)

Definition: in support of

legislation (noun), legislator (personal noun)

Definition: laws, lawmaker

bill (noun)

Definition: a draft of a law

propose (verb) /proposal (noun)

Definition: put forth an idea or plan to be discussed by others

“no matter their immigration status”

**note –please don't use the term illegal immigrant –no person is illegal.*

III. Jigsaw Reading (excerpted from MIRA Coalition and MCAE 2019-2020 Legislative Agendas)

Hand out – put in groups of 2 or 3 – mixed English levels. Assign 1 or 2 proposals from reading.

In your own words – what does this proposal ask for? who would it help?

Who might support this proposal? Why?

Who might *not* support this proposal? Why?

Questions?

IV. Ranking Exercise

Give each person 3 dots. Place their dots on the 3 proposals that they believe are *most* important to Massachusetts immigrants

V. Educating Others

Rearrange the students into 3 groups (let them self-select).

- a. What information do they need? How could we educate them?

(ideas might include web page, flyer, presentation, etc.)

At least 3 volunteers needed to lead the next step.....

VI. Next Steps --- Immigrants Day at the State House – Monday, March 4

VII. Next Lunch-and-Learn

Advocacy 101 - Understand and Education – Rally Others.

Reflection

We had a robust group of 12 NSCAP students – all currently enrolled in levels 1-3. We were able to jigsaw the reading, splitting students into groups and assigning each group to discuss the potential impact of two bills. Due to time constraints, each group was only able to chart one bill; Gina and Kate took on the remaining charts so that they would be equally represented in the Gallery Walk activity.

Because the modeling took more time than anticipated, students had less time to complete the group work. However, the modeling was crucial to the students' success; next time, we will provide a more condensed list of bills, so that students can give time and consideration to their assignments without feeling overwhelmed. This will also give the facilitators bandwidth to oversee each group's progress, and to offer support where needed.